

## Student-Directed Transition Planning



*Facilitating High School to Adult Life  
Partnerships Between Students with  
Disabilities, Families, and Educators*

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## Agenda



- Introduction and Overview
- Review Lessons
- Research
- Implementation Discussion

## What is the Purpose of Special Education?



“To ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”

(Section 300.1, IDEA 2004).

## Student-Centered Transition



- Transition pages of IEP must reflect **student interests, preferences, strengths, skills, and limits**.
- Students (at least by 16 years of age, or 14 in about half the states) and families, in addition to teachers, must provide input.

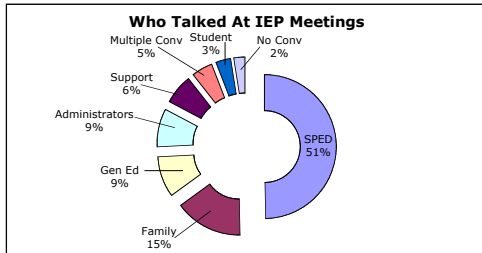


## One Problem



- Low student and family participation in IEP development and meetings
- Adult-to-adult transition conversations

## Teacher-Directed IEP Meetings: Whose Meeting is This Anyway?



Martin, J. E., Van Dyke, J. L., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., & Lovett, D. L. (2006). Direct observation of teacher-directed IEP meetings: Establishing the need for student IEP meeting instruction. *Exceptional Children*, 72, 187-200.

## Self-Directed IEP

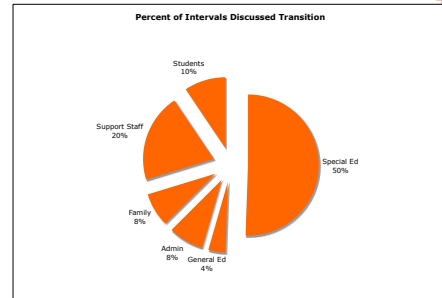
- Teach students to become active participant in own IEP meeting
  - Learn terms and process
  - Write student script of what to say and when
  - Practice
  - Inform parents and team members

Martin, J. E., Marshall, L. H., Maxson, L. M., & Jerman, P. L. (1996). *The self-directed IEP*. Longmont, CO: Sopris West, Inc.

## Percent of Time IEP Members Talked at Self-Directed IEP Meetings?

Role	% of Time Talked
Special Ed Teacher	53
General Ed Teacher	7
Administrator	6
Family Members	8
Support Staff	9
Student	13
No Conversation	3
Multiple Conversations	2

## Another Problem - Discussions



Martin, J. E., Van Dyke, J. L., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., & Lovett, D. L. (2006). Direct observation of teacher-directed IEP meetings: Establishing the need for student IEP meeting instruction. *Exceptional*

## Cultural and Linguistic Diversity

*One more piece of the transition puzzle*

By 2040, over half of America's K-12 school population will be from culturally and linguistically diverse families.

(Leake & Black, 2005; Archer, 2000; Sue, Bingham, Porche-Burke, & Vasquez, 1999)



## Postsecondary Outcomes for Students from CLD Families

Students from minority cultures face two additional barriers to achieving successful transition- their ethnicity and disability.

- Ramasamy, Duffy, & Camp, 2000; Geenen, Powers, Vasquez & Bersani, 2003; Leake, et al. 2006

Many minority youth continue to show slower gains in postsecondary employment and education experiences compared to Whites. (NLTS 2 showed less differences, except for Blacks and employment, compared to NLTS 1)

- Blackorby & Wagner, 1996; Wagner, Newman, Cameto, Garza, & Levine, 2006

## CLD Defined

- Students not regarded as Caucasian or White, although some students who are considered White may also fall into CLD category if outside mainstream American culture.
- Leake & Black, 2005



## Student-Directed Transition Planning

- Purpose
  - To increase student involvement in transition planning discussions
- U.S. Department of Education grant to develop lessons and research their effectiveness
- Infuse best practices for reaching the largest number of students including those who are culturally and linguistically diverse



Identify the student's post-school desired goals or visions.

## Desired Goals

- Employment, Further Education, Adult Living Goal Domains
  - Strengths
  - Needs
  - Vision
- Obtain input from student, family, and teachers, and support staff
  - Student-Directed Transition Planning

### Student-Directed Transition Planning

University of Oklahoma  
Zarrow Center for Learning Enrichment

SDTP Home

#### Educator Section

Click on a box below to go to the Lesson Presentation and Teacher's Guide Files



All lessons and associated materials can be found at <http://education.ou.edu/zarrow/> click on transition education materials

## Transition Planning



## The 1st SD-TP Lesson Awareness of Self, Family, Community, and Disability



## Awareness Activity



- Keep your eyes on your goal!
- Take 1 ball; write the name of your goal on it.
- Take 2 more balls; write the name of an obstacle on each ball that could prevent you from achieving your goal.

## Confidentiality

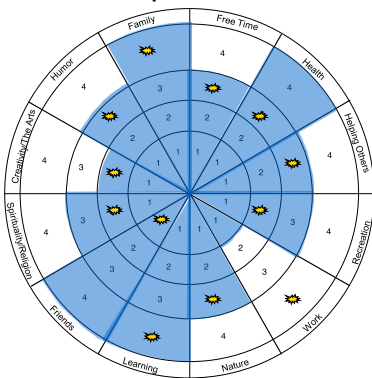
- Together with your family and teachers, you will be compiling information that is personal and private. This means you do not have to reveal or discuss this information with anyone else, unless you want to.
- However, there are times that it will be important to reveal certain information about yourself so that you can get help if you need it for a job or further education after graduation.

## Self-Awareness Survey

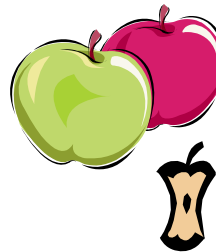


- Be very honest with yourself!
- Get feedback from others!
- You will be adding more information as we move through the lessons.

## What's Important to Me?



## Comparing apples to apples...



- What's the same about the two apples?
- What's different about them?
- When you get down to the core, they're both just apples!

## Disability is Natural

- Apples are natural.
- Having a disability is a natural part of the human experience
- *The sun shines equally on all the apples in the bowl!*
  - Snow, 2005



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Does having a disability mean you can't be successful?



Your disability only limits you if you let it! Let's meet some successful people!



## Successful People

This man struggled in school and had a learning disability called dyslexia (a reading disability). He went on to become a successful movie producer, director, screen writer, animator, and theme park developer. He founded one of the largest media and entertainment corporations in the world.



Walt Disney

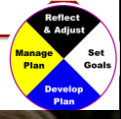


## Successful People

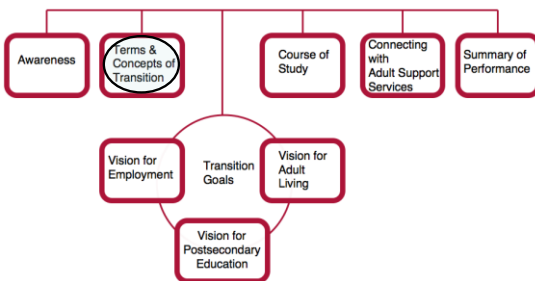
This person was born with Down syndrome, and went on to act in a television series (*Life Goes On*), and as a guest on other TV shows, tours with his band, and is the National Down Syndrome Society's goodwill ambassador.



Christopher Burke



## SDTP Lessons



## Concepts and Terms for Transition Planning



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## Transition Journey

- Concepts and Vocabulary
- Visions
- Planning



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## Transition



- Transition is about change and how to prepare for that change.
- The more prepared you are for change the more likely the change will be what you want.

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## VISION



A vision is an image about your future.

You can picture where you will work, get more education, and live after graduation from high school.

You can picture your life in the next year, the next five years, or more.

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**Transition Visions.** Your dreams for employment, further education and where you will live as an adult.



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## Vision for Further Education



*Example:*

"I discussed my vision for further education with my family and I will attend a career technology program to learn how to work in an auto body repair shop."

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**Find and Discuss Transition IEP Terms**

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## Homework Assignment #1 Family Interview



- Interview one or two adults about what it was like planning for the future when they were your age.
- You have a form with questions.

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## Student-Directed Transition Planning



### Transition IEP Meeting



- Have you participated in any of your IEP meetings?
- It is important for you to participate in and maybe even lead your transition IEP meeting.

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## Review of Who's Who in Transition Services

Who did you find that was most helpful?

Did you and your family think that the information you found would be helpful?



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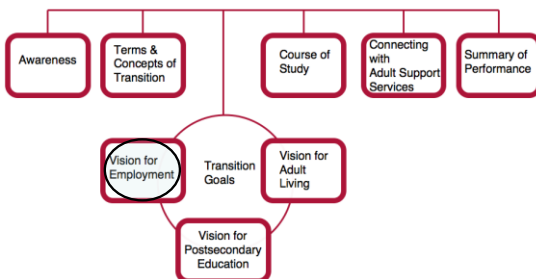
## Transition Terminology Review Getting to Know the IEP

Now that we have reviewed the transition concepts and vocabulary, let's locate them on the transition pages of the IEP.



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## SDTP Lessons



## Vision for Employment

- This lesson will help you to identify, talk with others about, and record your employment preferences, interests, strengths and needs.
- Your employment vision will become clearer as you develop plans with your family, teachers, and other people who you respect.

Imagine...

You just graduated from high school.

- What are you going to do now?
- Where are you going to live?
- What kind of job do you want?



*What did you want to be:*

- In Elementary School?
- In Middle School or Junior High?
- Now?
  - How have your ideas changed over the years? Why?

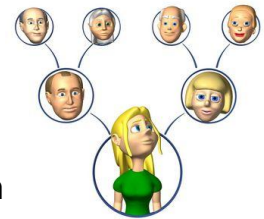
## Vision for Employment Employment Strengths & Needs

### Gathering Input

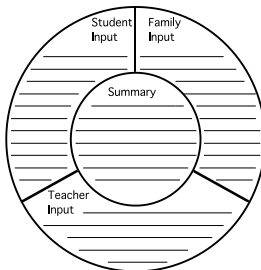


What do you  
need from your  
family?

What does your  
family need from  
you?



### Input Circle



## Career Development

- Career Awareness
  - Believes self as worker in different jobs
- Career Exploration
  - Explore interests in relation to jobs
- Career Preparation
  - Skill acquisition that matches interest and skills
- Career Assimilation
  - Movement into job



## Share Employment Vision



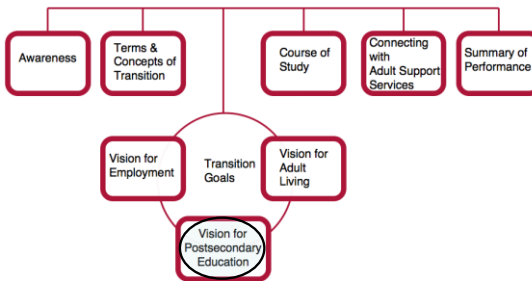
- Share your Employment Vision with the class

## Homework



- Share your Employment Vision with your family.
- Make changes as needed.
- Have a family member sign the homework.

## SDTP Lessons



## Vision for Further Education

Your vision for life after graduation from high school may require you to get more education.

You and your family will discuss options for further education that will meet your needs, as well as your family's needs.



## Vision for Further Education

- You'll learn how to advocate for and get the services and accommodations you'll need to be successful in your post-secondary education.



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## Vision for Further Education

- You and your family will learn how going to college or other post-secondary schools is different from going to high school.



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## Imagine

You just graduated from high school.

What kind of job do you want?  
Where are you going to live?

**Will you get more education?**



## Vision for Further Education

- Your preferences guide you toward what you want to do.
- Your interests, strengths, limits, and needs also affect your choices.
- Your parents consider these, and what is good for your family, or community.



## CSI #1 - U.S.A (College Scene Investigation)

- Virtual visit:  
<http://www.campustours.com>
- Visit in person:
- Phone:
  - A community college, career technical, or 4-year college of your choice to get information.



## Common Requirements to Receive Educational Accommodations

- Your specific disability (evaluation or testing within the last 5 years)
- Relevant educational, developmental, and medical history (your IEP)
- Description of testing techniques
- Description of functional limitations
- Description of specific accommodations
- Professional credentials of the evaluator



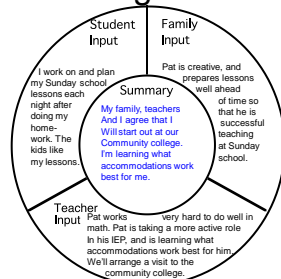
## Disability Services Disclosure

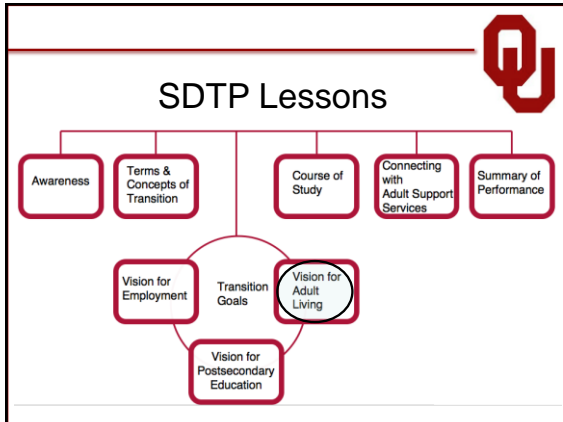
- When applying for admission to a college, you do not have to identify yourself as having a disability.



## Further Education Strengths

- Pat and his teacher then combined information from the three sections into a summary statement.
- Pat again looked for similarities, and shortened some phrases.
- His strengths were written into a summary statement.





## Vision for Adult Living

You and your family will consider:

- where you will live.
- how you will take care of yourself.
- how you will participate in your community.

## Activity: Casey Life Skills Assessment

There is a website designed to gather information about your adult living strengths and needs.

Go to:  
[www.caseylifeskills.org](http://www.caseylifeskills.org)

## Adult Living Needs

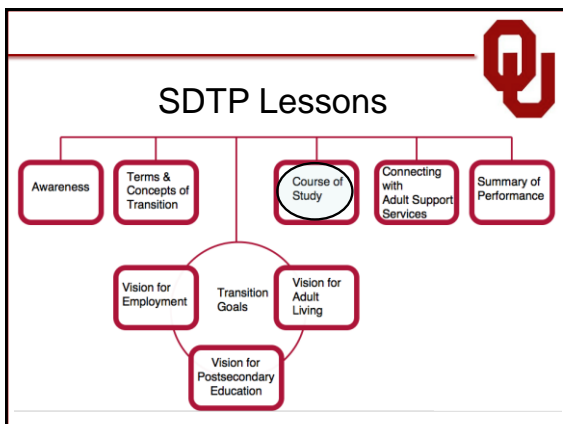
- C. J. and her teacher combined her needs into a summary statement.
- C. J. looked for similarities and reworded some phrases.
- She then wrote her summary needs statement.

**Student Input:** I need to work on my daily living skills and money management. I need to learn how to budget my money and shop for and prepare healthy meals.

**Family Input:** C. J. needs to learn how to budget her money and pay bills on time. Keeping track of her expenses will help her to contribute to the family expenses as she lives here.

**Summary:** My adult living needs include math concerns like budgeting and keeping track of expenses, reading forms and labels, and having a more healthy diet.

**Teacher Input:** C. J.'s difficulties with reading and math might cause problems when it comes time to fill out various paperwork forms and budgeting for household goods and maintenance.



## Section 1

### Course-of-Study Definitions and Purpose

## Developing Your Course-of-Study

- You are ready to begin to develop your course-of-study.
- Place all the classes you have taken and passed onto the course-of-study worksheet.

Course of Study Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

My transition vision for adulthood: \_\_\_\_\_

My transition vision for employment: \_\_\_\_\_

My transition vision for education: \_\_\_\_\_

There are the classes you need to take and your graduation. Please list ALL the courses you will take.

Class	Grade	Class	Grade
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____	5. _____	_____
6. _____	_____	6. _____	_____
7. _____	_____	7. _____	_____
8. _____	_____	8. _____	_____
9. _____	_____	9. _____	_____
10. _____	_____	10. _____	_____

What are the first four courses you will take in college?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

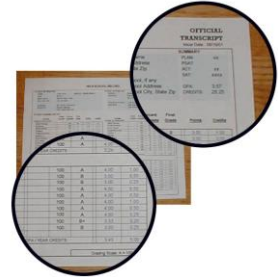
4. \_\_\_\_\_

## Transcript

Official report that lists:

- Completed classes
- Grades and GPA
- Credits earned
- Class rank
- Test results

Have you seen your transcript?



## How does the Course-of-Study Help Me Meet My Transition Visions?



Jake wants to be a welder.

Lets look at an example of a course of study that will help Jake become a welder.

## Example: Course-of-Study

Vision for Employment: Welder

Vision for Further Education: Career Tech program

### Freshman Year

- English I
- Math I
- Physical Science
- U.S. History
- P.E./Health
- Career Exploration and Transition
- Study Skills
- Participate in DECA

### Sophomore Year

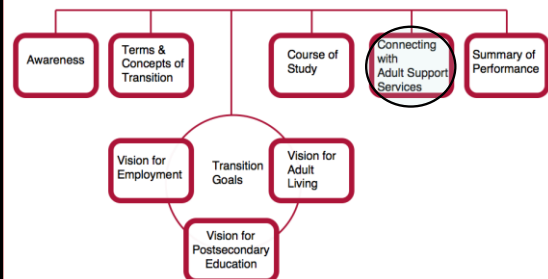
- English II
- Math II
- Biology
- World History
- Art
- Tech Ed
- Language or Other Elective
- Participate in DECA

## Developing Your Course-of-Study: Discussing your Homework!

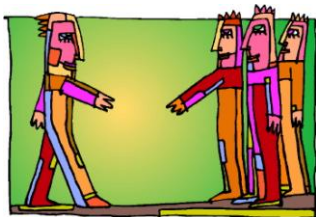
What did your family think of your course of study?

What changes did your family suggest?

## SDTP Lessons



## Connecting with Adult Supports and Services



## Connecting with Adult Supports and Services

You will learn about supports and services that are available after you graduate to help achieve your work, living, or further education goals.

## Adult Supports and Services

- Your IEP addresses special supports that you need to be successful *while you are in school*.
- These supports *stop* when you leave school.
- If you need help to get a job, further education, or a place to live, you will have to seek and apply for these special supports or services...they don't happen automatically!

## Sample Coordinated Activities

Post-high school education	Visit disability service office
Employment	Sign up with Voc Rehab
Place to live	Visit homes and apartments for rent
Community participation	Register to vote

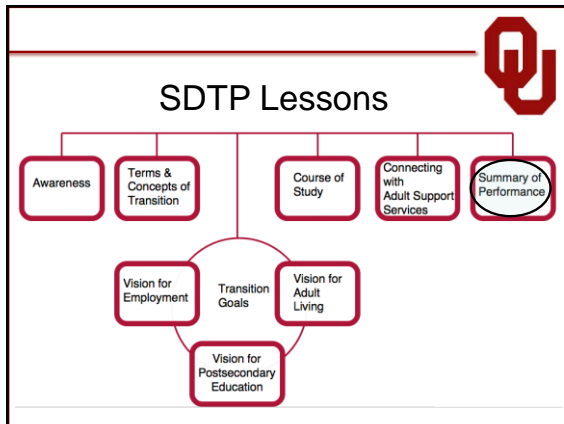
## Who Makes Connections?



- You and your family
- Teachers
- Agency people
- Others

## Homework Assignment

1. Talk with your family about the activity and agency connections you should make to help you achieve your adult living, working, or educational visions.
2. Using the Activity Sheet, make a list of the adult service providers that you could use.
3. Contact three agencies that may help you, and find out what they can do.
4. Include this information in your transition IEP.



## Putting it All Together

### The Summary of Performance

A photograph of a young woman with dark hair, wearing a dark jacket over a red shirt, sitting at a desk and looking towards the camera. There are papers and a pen on the desk.

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## Summary of Performance

- Exit document
- Tells information about you and your disability
- Lists assessments and accommodations
- States your transition goals

An illustration of a young woman with dark hair, wearing a blue jacket over a white shirt, holding a clipboard and looking down at it.

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## Assessment Results Go Into

- Present level of performance
- Strengths and Needs
- Where does student want to:
  - Work
  - Live
  - Go to School

## IDEA Requires the Summary of Performance (SOP)

- When terminated from services
- School will provide child a summary of academic achievement and functional performance
  - which shall include recommendation on how to assist the child in meeting postsecondary goals

## SOP

- Teacher-Directed SOP
  - Designed for educators and agency
  - Prepared by educators for use by students
    - Nationally created SOP
    - [www.idaamerica.org/aboutid/adults/docs/SOP\\_Template.doc](http://www.idaamerica.org/aboutid/adults/docs/SOP_Template.doc)
- Student-Directed SOP
  - Designed for students, family, and agency
  - Prepared by students for use by students and family

## New Concept



Rather than just give SOP when student's leave:

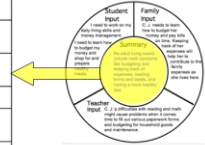
- Use Student-Directed SOP to frame transition plan and place for transition assessment information
- Incorporates all transition assessment
  - Academic, vocational, social, living
- Teach students to develop and present own SOP
  - Provides framework for exit meeting
  - Information flows into planning document and process

## Student-Directed Transition Planning



### Writing Your Script

Section 1 My Goals for Life After Graduation	
Living	My adult living strengths are
	My adult living needs are
	My goal is
	To reach this goal I will
	Accommodations I need are



The information that goes into the needs sections comes from the summary circles in the input circles

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## Your Script



Take your script home and talk to your family about it. Talk about what will happen at your meeting



## Our Research Plan



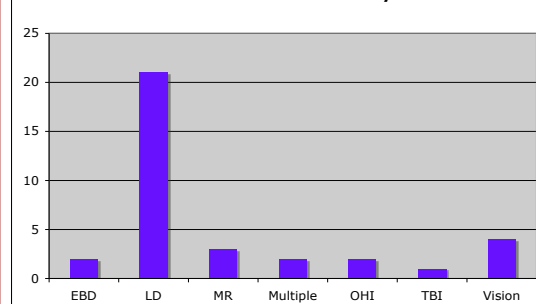
- Phase 1 (now completed)
  - Does SD-TP increase student knowledge?
  - Does SD-TP increase student and family self-efficacy in the transition planning process?
- Phase 2
  - Does combining the SD-TP and the Self-Directed IEP increase student and family participation in transition planning discussions at IEP meetings compared to either intervention alone?

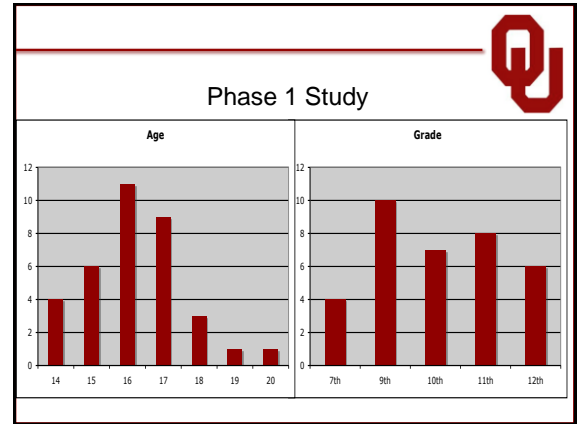
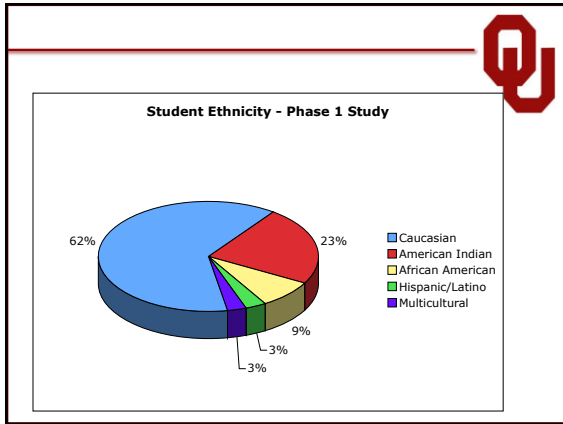
## Phase 1 Study - Method



- Setting & Participants
  - 3 secondary schools
  - 35 students
  - 5 teachers
- Random assignment into control & intervention groups
- True/False & Multiple Choice Pre and Post-Tests
- Student and Family Pre and Post Self-Efficacy Measures

Disabilities - Phase 1 Study





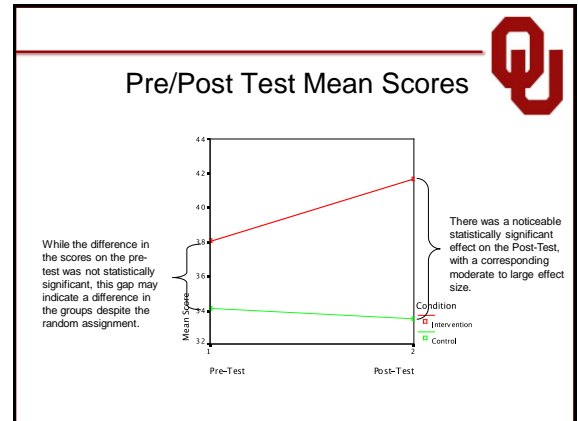
### Phase 1 Study - Results

ANCOVA was conducted to evaluate if there was a knowledge gain as a result of the lessons.

The scores on the Pre-Test were significantly related to the scores on the Post-Test,  $F(1, 32) = 18.36, p < .01$ .

There was a significant difference between intervention and control groups on the Post-Test after controlling for the effect of the Pre-Test,  $F(1, 32) = 4.58, p = .04$ .

Effect Size *Partial Eta Squared* = .125 (approaching large effect using .01 = small, .06 = medium, .10 to .14 = large)



### Student Self-Efficacy

- Post-test comparison shows significant increase for students in the intervention group with moderate effect size
- Significant increases for students in the intervention group on 7 of 10 self-efficacy statements
- Student Intervention group mean scores increased on all statements
- Mean scores for students in the Control group stayed about the same pre to post

## Intervention Group Self-Efficacy Results

Statement	Pre	Mean	SD	t	df	Sig.	Effect Size
1. In my next IEP meeting I know I can talk about my disability.	Pre: 2.20 Post: 2.26	2.47 2.62	2.335	1.247	18	.028*	
2. I know the employment, further education, and adult living goals that I will talk about at my next IEP meeting.	Pre: 1.79 Post: 2.11	2.13 2.37	1.94	1.342	18	.015	
3. I know the meaning of IEP transition words like the Summary of Performance, Plan of Study, and Present Level of Educational Performance.	Pre: 1.26 Post: 1.89	2.33 2.89	1.795	1.314	18	.002**	
4. I know I can tell my IEP team about the job I want after graduation.	Pre: 1.79 Post: 2.32	2.85 2.82	2.32	1.579	18	.014*	
5. I know I can tell my IEP team about getting more education when I graduate from high school.	Pre: 1.74 Post: 2.26	2.33 2.62	2.185	1.570	18	.004**	
6. I know I can tell my IEP team about where and how I want to live after graduation.	Pre: 1.68 Post: 2.16	2.03 2.35	1.905	1.141	18	.023*	
7. I know I can tell my IEP team about the courses of study that will help me reach my transition goals.	Pre: 1.79 Post: 2.40	2.85 2.80	2.295	1.517	18	.011	
8. I know I can tell my IEP team about the adult supports and services I might need after graduating from high school.	Pre: 1.35 Post: 2.41	2.86 2.46	2.105	1.540	18	.000**	
9. I know what my family thinks I should do when I graduate from high school.	Pre: 2.06 Post: 1.94	2.96 2.27	2.51	1.489	18	.016	
10. I know how to use the Summary of Performance to help me discuss transition issues at my next IEP meeting.	Pre: 1.24 Post: 1.88	2.64 2.87	1.96	1.524	18	.012*	

### Total Self-Efficacy

Group	Pre	Post	Mean	SD	t	df	Sig.	Effect Size
							(2 tailed)	
Intervention	16.79	20.63	18.71	3.157	18		.005**	.63
Control	17.69	17.63	17.66	3.739	15		.945	

\*  $p < .05$  \*\*  $p < .01$



## Discussion & New Questions



- ✓ OK...so the *SDTP* lessons increased transition knowledge and self-efficacy for students in this sample.
- Does participation in the *SDTP* lessons alone impact transition meeting participation and documented outcomes for students, families, teachers, and other IEP team members?
- How does documentation and participation at the transition IEP change when students participate in the *SDTP* lessons and the *Self-Directed IEP* instructional program?

## Phase 2-Research Question



- Will participation in both the *Student-Directed Transition Planning (SDTP)* lessons and the *Self-Directed IEP* lessons help students, families, and the IEP team learn how to actively participate in the transition planning process, compared to those who participate in either the *Self-Directed IEP* or the *SDTP* lessons alone?



For More Information Contact

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Norman, OK 73019  
Phone: 405-325-8951



e-mail: [jemartin@ou.edu](mailto:jemartin@ou.edu)  
Web: <http://education.ou.edu/zarrow/>

## References



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